

## JAMES B EDWARDS ELEMENTARY

855 Von Kolnitz Road  
Mt. Pleasant, South Carolina 29464

**GRADES** PK-5 Elementary School

**ENROLLMENT** 661 Students

**PRINCIPAL** Sam Thomas Lee 843-849-2805

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent  
20

Good  
6

Average  
0

Below Average  
0

Unsatisfactory  
0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

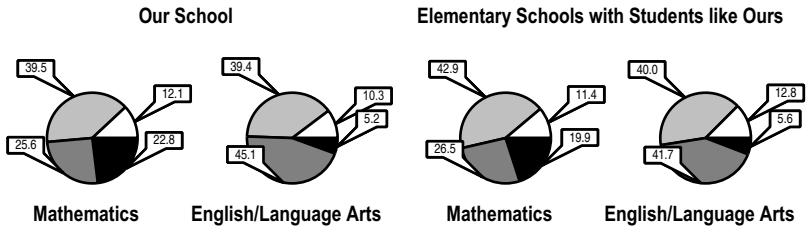
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




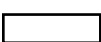
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	46	126	67
Percent satisfied with learning environment	97.7%	90.3%	92.5%
Percent satisfied with social and physical environment	90.9%	86.4%	85.9%
Percent satisfied with home-school relations	95.3%	92.7%	93.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	363	99.7	10.3	39.4	45.1	5.2	50.3	17.6
Gender								
Male	187	99.5	13.3	37.6	45.3	3.9	49.2	17.6
Female	176	100.0	7.2	41.3	44.9	6.6	51.5	17.6
Racial/Ethnic Group								
White	281	100.0	4.0	37.1	52.6	6.3	58.8	17.6
African-American	74	98.6	35.7	48.6	14.3	1.4	15.7	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	311	100.0	6.3	38.4	49.3	6.0	55.3	17.6
Disabled	52	98.1	37.0	45.7	17.4	N/A	17.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	363	99.7	10.3	39.4	45.1	5.2	50.3	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	358	99.7	10.0	38.9	45.7	5.3	51.0	17.6
Socio-Economic Status								
Subsidized meals	73	98.6	31.9	49.3	18.8	N/A	18.8	17.6
Full-pay meals	290	100.0	5.0	36.9	51.6	6.5	58.1	17.6

Mathematics								
All students	363	99.7	12.1	39.5	25.6	22.8	48.4	15.5
Gender								
Male	187	100.0	12.7	32.6	29.3	25.4	54.7	15.5
Female	176	99.4	11.4	47.0	21.7	19.9	41.6	15.5
Racial/Ethnic Group								
White	281	99.6	4.8	38.4	29.9	26.9	56.8	15.5
African-American	74	100.0	40.0	44.3	10.0	5.7	15.7	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	311	100.0	8.3	39.7	26.8	25.2	52.0	15.5
Disabled	52	98.1	37.8	37.8	17.8	6.7	24.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	363	99.7	12.1	39.5	25.6	22.8	48.4	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	358	99.7	11.2	39.5	26.3	23.0	49.3	15.5
Socio-Economic Status								
Subsidized meals	73	100.0	36.2	44.9	13.0	5.8	18.8	15.5
Full-pay meals	290	99.7	6.1	38.1	28.8	27.0	55.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	5.5	23.1	62.6	8.8	71.4
	Grade 4	127	N/A	4.1	36.9	52.5	6.6	59.0
	Grade 5	105	N/A	6.8	39.8	50.5	2.9	53.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	100.0	7.2	27.0	60.4	5.4	65.8
	Grade 4	107	100.0	7.7	32.7	51.9	7.7	59.6
	Grade 5	143	99.3	15.0	54.9	27.1	3.0	30.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	12.1	38.5	28.6	20.9	49.5
	Grade 4	127	N/A	12.3	37.7	25.4	24.6	50.0
	Grade 5	105	N/A	16.5	43.7	20.4	19.4	39.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	113	100.0	10.8	41.4	22.5	25.2	47.7
	Grade 4	107	100.0	8.7	37.5	27.9	26.0	53.8
	Grade 5	143	99.3	15.9	39.4	26.5	18.2	44.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 661)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.8%	2.4%
Attendance rate	96.2%	Down from 96.4%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	46.5%	Up from 40.4%	29.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 7.8%	6.1%	8.0%
Older than usual for grade	10.1%	Up from 0.4%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	55.6%	No change	55.6%	50.0%
Continuing contract teachers	93.3%	Up from 88.9%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.4%	Up from 91.3%	88.3%	86.2%
Teacher attendance rate	94.5%	Down from 95.5%	95.6%	95.3%
Average teacher salary	\$43,813	Up 1.6%	\$41,260	\$39,909
Prof. development days/teacher	14.1 days	Down from 17.1 days	11.1 days	11.4 days

School				
Principal's years at school	23.0	Up from 21.0	5.0	4.0
Student-teacher ratio	22.1 to 1	Up from 21.7 to 1	19.8 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.8%	91.2%	89.7%
Dollars spent per pupil*	\$5,248	Up 11.4%	\$5,886	\$5,892
Percent spent on teacher salaries*	72.3%	Down from 76.9%	67.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	43.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

James B. Edwards Elementary School educates students from age 3 through fifth grade. Our 2002-2003 student population of 713 students is expected to grow as we welcome children from new developments in our area. Our faculty, administration, and staff have high expectations for all of our students, and we strive to show at least one year's gain for each student during each year of instruction.

Some of our challenges continue to be incorporating a hands-on approach into our science and math curricula, and we use our science lab and math manipulatives to achieve this. Additionally, we are focusing on math instruction as a total school initiative. During school year 2002-2003, our school was chosen to be a Technology Showcase School by CCSD. We have added 2 computer labs equipped with 30 Dell computers each, and each classroom has 3 new Dell computers. We also have a Technology Curriculum Integration Specialist who works with our teachers to integrate technology into the curriculum.

The Arts are an integral part of our curriculum at James B. Edwards Elementary School. Art and Music classes correlate lessons to meet the state standards. Chorus and Strings classes are offered to 4th and 5th graders. Each year a May Festival is presented in the spring as a celebration of the arts.

James B. Edwards Elementary School has a tremendous amount of parental support through P.T.A. membership, fundraisers, and other activities. Parents volunteer throughout our school everyday. They can be seen helping students check out books, assisting teachers with experiments, reading with students, helping students publish their writing, answering phones, and helping in many other capacities in the school. Our school supports a team effort - parents and teachers and students working together to achieve the highest possible goals.

Tom Lee, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.